R E P O R T R E S U M E S

ED 019 693 CG 001 885

PROJECT ABLE.

NEW YORK STATE EDUCATION DEPT., ALBANY
NEW YORK UNIV., N.Y.

PUB DATE APR 68

EDRS PRICE MF-$0.25 HC-$1.60 38P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, CULTURAL ENRICHMENT, *PROGRAM DESCRIPTIONS, PROGRAM PROPOSALS, *PROJECT APPLICATIONS, PERSONNEL NEEDS, PROGRAM EVALUATION, *ABLE STUDENTS,

THIS BULLETIN OUTLINES THE BACKGROUND OF PROJECT ABLE, AS A GUIDE FOR SCHOOL DISTRICTS WISHING TO PLAN AND PROPOSE AN ABLE PROJECT. ABLE IS A DEMONSTRATION PROJECT WHICH DEVELOPS, TESTS, AND DISSEMINATES PRACTICES TO IDENTIFY AND HELP CAPABLE PUPILS FROM LOWER SOCIO-ECONOMIC BACKGROUNDS. THE OBJECTIVES ARE--(1) INTENSIVE REMEDIAL, INSTRUCTIONAL, AND CULTURAL ACTIVITIES FOR PUPILS, (2) AN IN-SERVICE SENSITIVITY TRAINING FOR SCHOOL PERSONNEL TO ACQUAINT THEM WITH CHARACTERISTICS OF CULTURALLY DEPRIVED CHILDREN, AND (3) EXPANDED PUPIL PERSONNEL SERVICES FOR PUPILS AND PARENTS. GOALS FOR THE PROJECT AND SUGGESTIONS ON HOW TO REACH THEM ARE PRESENTED. GENERAL GUIDELINES IN OUTLINE FORM DISCUSS THE SIGNIFICANCE OF THE PROJECT, THE PUPILS, PERSONNEL, SUGGESTED ACTIVITIES, PUPIL PERSONNEL SERVICES, PARENTS, AND EVALUATION. INSTRUCTIONS FOR APPLICATION FOR STATE AID GRANTS FOR THE PROGRAM ARE GIVEN. INCLUDED IN THE MANUAL IS A SAMPLE PROGRESS REPORT FORM. (PH)

ED019693

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROJECT ABLE

A Manual

for

School Districts Interested

In Developing a Program

APRIL 1968

CG 001 885

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF PUPIL PERSONNEL SERVICES

THE UNIVERSITY OF THE STATE OF NEW YORK

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Philip B. Langworthy

Director, Division of Pupil Personnel Services
Bruce E. Shear

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Pupil Personnel Services
Albany, New York 12224

Project ABLE

Demonstration Project to develop, test and disseminate practices to identify and provide help for capable pupils from culturally disadvantaged or low socio-economic backgrounds.

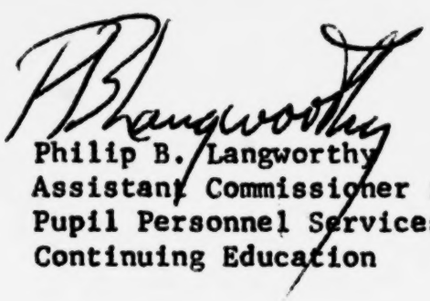
April 1968

Forward

What is the meaning of the Project title? Actually, the letters one-by-one do not spell out a catchy phrase. Rather, the meaning is implied in the word itself. Schools should be ABLE to provide good education for all children.

For some children, this means the school must make an extra effort. And, all children deserve to be understood in school, to be taught by sensitive, well qualified teachers and to be supported, in their progress in school, by their parents. Under these circumstances, any child is more ABLE to achieve in school and aspire to the full development of his potentialities.

This bulletin outlines the background of Project ABLE. It is intended as a guide to those school districts wishing to plan and propose an ABLE Project. It, also, may serve a broader purpose of assisting school personnel in any district to assess present programs for the disadvantaged pupil and to plan for the development of expanded and improved programs to meet the educational needs of all segments of the school population.



Philip B. Langworthy
Assistant Commissioner for
Pupil Personnel Services and
Continuing Education

Project ABLE

The initial impetus for aiding culturally deprived children in our schools stems from the recommendation of the New York State Board of Regents and the subsequent action of the State Legislature in April, 1961. Thus, in 1961, the basis was provided for the development of special educational programs for disadvantaged youth in the public schools of the State. For "the purpose of identifying and encouraging potential abilities among pupils from culturally deprived groups and from low socioeconomic backgrounds" a program of demonstration projects was introduced.

To meet this challenge, the Division of Pupil Personnel Services and the Bureau of Guidance initiated a unique program under the legislation which became known as Project ABLE. (For a clearer understanding of the philosophy and scope of Project ABLE, please refer to the following Department publications: Project ABLE - The First Year, Helping Educationally Disadvantaged Children and Project ABLE: An Appraisal.)

For its first year of operation, in 1961-62, Project ABLE was conducted in 16 school districts with total grants of $200,000 in State funds matched by local funds. In 1967-68, there were 29 participating school districts with a total of approximately 15,000 pupils involved and a State appropriation of $500,000. Project ABLE is currently coordinated by the Division of Pupil Personnel Services of the State Education Department.

Although recognition is given to the need for flexibility within individual programs, a typical ABLE project consists of three correlated objectives:

"1. Intensive remedial, instructional and cultural activities for pupils.

2. An inservice sensitivity training for school personnel to acquaint them with the needs, characteristics and potentials of culturally deprived children.

3. Expanded pupil personnel services for both pupils and parents."

School districts interested in receiving State aid for demonstration programs under Project ABLE may apply for aid by completing an application in which the district's proposal for an ABLE Project is outlined. The application form to be used is found in this publication.

GOALS FOR PROJECT ABLE

1. GOAL - The creation and continuation of an enlightened relationship between the school and the community.

Suggestions

A. A key factor in the establishment of this relationship is the support of the program by the chief school officer. This is necessary because of the important liaison role which he performs between the school and the community, e.g., encouragement of visitations to demonstration ABLE programs, reports on the progress of Project ABLE.

B. Beneficial programs which meet the individual needs of the school population will stimulate a greater acceptance of the school by both disadvantaged pupils and their parents. Inclusion of parental representation on curriculum development and evaluation committees can enhance the home-school relationship.

C. The utilization of community resources and involvement of individuals from the community will help create a better relationship. Speakers from the community can help to motivate and stimulate students. Members from various service organizations can take children on-the-job with them for a day. Field trips can be arranged.

D. There should be a sincere attempt to establish greater unity between the school and the social agencies in the community. This will enable the school personnel to see the individual in the totality of his environment and will also be beneficial for agency personnel.

E. Communication with parents must be a continuous process as parental attitudes frequently influence the ultimate effectiveness of these programs. Home visitations, parent conferences and adult education programs can be utilized.

F. Counselors and teachers need to guard against cultural encapsulation by involving themselves more with the pupils, their parents and the agencies which serve the disadvantaged.

2. GOAL - The development of greater recognition and appreciation of the qualities which disadvantaged children possess.

Suggestions

A. Inservice educational programs are effective tools in the development of these understandings. Teacher workshops, conferences and seminars which involve the local colleges can be arranged.

B. Increased involvement with the disadvantaged can result in changes in teachers' attitudes and expectations which go beyond intellectual acceptance. Home visitations enable faculty members to understand the value orientations of different ethnic and socioeconomic groups. The counselor and other pupil personnel specialists can help to facilitate attitudinal changes by sharing relevant pupil information with teachers.

C. Scholastic achievement is a major goal for these youngsters but school personnel need to provide additional stimulation and interest for learning since support for school achievement is frequently lacking in their homes. Experimentation with a variety of teaching methods can be utilized so learning becomes exciting. These children, then, can be motivated to learn.

3. GOAL - Provide for a maximum degree of staff involvement in planning a local Project ABLE program.

Suggestions

A. Initiate planning sessions on the "grass-roots level." Acquaint personnel with the objectives of ABLE and the special contributions that can be made by individual teachers.

B. Provide for the "team approach" in planning since the stimulation and sharing of ideas is important. The master schedule should provide time for teacher and pupil personnel staff conferences.

C. Establish a local "Project Progress Information Center" within each individual school which provides a summary of activities for Project pupils and gathers information on Project progress for comparison purposes.

D. Share Project ABLE experiences with all school personnel, not just those who are actually involved in the Project.

E. Encourage the faculty to re-examine the local curriculum and instructional methods to determine their effectiveness for the disadvantaged. Experiment with new materials and techniques and share ideas which have proved successful with others.

F. Stress in-depth planning, continuous evaluation and followup.

4. GOAL - A longitudinal approach to Project ABLE should be taken.

Suggestions

A. Clearly define the long-range objectives for the program and establish priorities for their accomplishment.

B. Supervision of the program and of the Project personnel is necessary for adhering to a longitudinal approach. Provision for time for qualified personnel to provide supervisory services is needed.

C. The program should encourage the continuous growth and development of the individual pupil from elementary school through the high school. The selection of a special area of emphasis for longitudinal attention under Project ABLE will help accomplish long-range goals.

5. GOAL - Develop specific skills in pupils which are necessary for the attainment of academic excellence.

Suggestions

A. Disadvantaged children often demonstrate marked deficiencies in reading, writing, speech and study skills. Provide for the attainment of these crucial skills as an integral part of the school curriculum and program and not as an appendage to the school program.

B. Stimulate interest in communication and study skills through a variety of techniques. Allow children to develop some of their own reading material. Provide study centers at school.

C. Speech emphases are important especially in the formative school years.

D. Testing and observation can aid in the identification of deficient basic skills in pupils. Anecdotal records by teachers regarding a pupil's skill development are helpful.

6. GOAL - The development of curricula which have meaning for the disadvantaged pupil.

Suggestions

A. An approach which permits program experimentation is important. The introduction of new materials and methods should be attempted and evaluated. Curriculum construction should be stressed as opposed to curriculum modification. Encourage freedom in program development but supply guidelines based on present pupil needs and desired objectives.

B. In some districts where desegregation or integration may be a factor, attention to human relations, learning problems, attitudes and the needs of pupils and their parents should be important curriculum and program considerations.

C. The status, role and contributions of various ethnic or racial groups in our contemporary society should be introduced and be made part of the curriculum at all grade levels.

7. GOAL - The health and physical well-being of the disadvantaged child is vital for his acceptance and achievement in school and in society.

Suggestions

A. Early identification and correction of physical defects should be accomplished. Annual physical examinations and followups on recommendations should be completed. Referral to community health agencies should be made when necessary.

B. Nutrition education is often neglected and should be incorporated into the program. Work closely with the home economics teachers and school lunch personnel and provide breakfast and lunch when necessary.

C. Health education should be an integral part of the curriculum. The school nurse-teacher and public health nurse can coordinate their efforts in an attempt to extend health education from the school to the home.

D. Physical activity is often important to the disadvantaged child and a comprehensive physical education and recreation program utilizes this inherent interest.

8. GOAL - A variety of approaches to evaluation should be developed to determine changes in pupil behavior.

Suggestions

A. A systematic pre- and post-evaluation of pupil behavior and performance should be carried on. Periodic ratings by pupils, staff and parents can be utilized.

B. Consideration should be given to supplementing the traditional evaluative procedures by the provision for case conferences and the development of local appraisal forms.

C. Followup studies can be utilized to evaluate the effect of the special program on project pupils.

General Guidelines for ABLE Projects

The following should serve as guidelines for all school districts interested in developing a project.

I. Significance of the Project

A. The proposed experimental program involves the identification and encouragement of pupils from culturally deprived groups or from low socio-economic backgrounds who have potential abilities for completing appropriate programs of secondary or higher education.

B. "Experimental" may be interpreted as an extra effort by a school district to identify and meet educational needs not heretofore being met.

C. The proposal may incorporate an extension of the present program, methods, personnel or services which constitute a new departure for the school district applying.

D. The needs of pupils that must be met in order to encourage and identify their potential abilities include:

1. The need of acceptance of the pupil at his present level of adjustment and achievement.

2. The need of recognition of the strengths and potential abilities he possesses.

3. The need of involvement and support of parents to "encourage and identify potential abilities."

E. The approach being tried in the Project is appropriate for transfer to other units within the school system or to other school systems.

F. The program may be designed for either elementary and/or secondary pupils.

II. Project Objectives

A. The objectives of the program should be clearly stated in terms which can be measured and evaluated.

B. The objectives should reflect a knowledge and understanding of purposes of Project ABLE, and of related research and programs for the disadvantaged.

C. The Project activities should provide for a sufficient breadth of approach, and for adequate length and continuity to assure accomplishment of objectives.

III. Project Pupils

A. Culturally deprived groups might include children from:

slums or depressed urban areas
low socio-economic areas
remote rural areas
impoverished homes
Indian reservations
recent immigrant groups (e.g., Puerto Ricans)
migrant farm families
local ethnic or minority groups.

B. The definition and interpretation of "culturally deprived" and "low socio-economic" will be determined by the local school district.

C. The pupils in the program should be potentially capable of completing appropriate high school or higher education programs.

Since these pupils are, by definition, culturally deprived, it is to be expected that often their academic records and scores on standardized ability and achievement tests are probably not fully indicative of their real potentialities. Therefore, the use of a broad range of selective criteria is essential. Test scores alone do not predict the potential of the deprived child. Utilization of many diverse techniques and kinds of selection devices is advisable, i.e., both objective and subjective appraisal approaches are suggested. The policy of selection adopted locally should be flexible and broad rather than specific and restrictive. Flexibility in transfers in and out of the projected program, insofar as practicable within the proposed experimental design, is also desirable.

D. Units or groups that might be used in the Project:

eight to 25 students in a unit
one or more units per grade (elementary or secondary)
one or more grades
one or more schools within a district
schools, grades or classes with evidence of "high frequency" of culturally deprived pupils.

IV. Project Activities

A. The Project activities should be developed to meet stated objectives.

B. Some possible elements for inclusion in the Program:

smaller classes
remedial teaching (small group and individual)
adequate counseling services
group guidance activities
adequate school psychological services
adequate school health services
adequate school social work services
adequate attendance services and/or emphasis on school adjustment of chronic absentees
cultural enrichment activities (including providing for transportation costs and admission fees)
parent counseling and education
clerical assistance as needed by the district to implement the Project
provision of essential materials, supplies and equipment (books, tests, directories, film strips, workbooks, etc.)
consultant services
staff travel to similar Projects
community and agency liaison (service groups, neighborhood organizations, governmental agencies, etc.)
provision of career and community representatives as role models
application of psychological adjustment techniques
home visits (by counselors, teachers, school social workers)
case conferences
educational, career and financial informational services
program (Project) coordination
extended use of school facilities (evenings, after school) for reading, study, tutoring, laboratory work, conferences

C. Materials utilized in this program should probably exhibit some of these characteristics:

appropriate reading levels for the Project students
readily available and accessible to students in these groups
replacement costs are not prohibitive
highly motivational in format and content
appropriate for individual or group use
diverse in type, e.g., include audio-visual materials.

V. Project Personnel

A. The professional personnel employed in the Project should be certified for the roles they are to assume.

B. The factors that may be important in selecting the Project's personnel include: professional competence, attitude, commitment, sensitivity, breadth and depth of experience, suitability as a potential identification figure, organizational and leadership ability, imagination and resourcefulness.

C. It is highly desirable that individual student backgrounds, prevalent cultural patterns and the values and expectations of family and peer groups be known to the Project staff. For this reason, members currently serving on the staff or those familiar with the individual students and their school settings should be assigned to the Project.

D. Orientation and continuing inservice education is advisable for the staff members assigned to the Project, as well as for other staff members only indirectly involved with the Project.

VI. Facilities

A. Adequate facilities should be provided to carry out the proposed program.

VII. Parents

A. Parents of those who are to be selected for the ABLE Project should be informed of the purpose of the Project and their support and approval secured.

B. Effective communication with the home should be established and maintained. (Group meetings, evening office hours and/or home visits may accomplish this.)

VIII. Pupil Personnel Services

A. The attendance teacher, counselor, school social worker, school nurse and school psychologist can make important contributions to the Project.

B. Case conferences are an excellent means of focusing the resources of the school on an individual pupil. To be effective, provision should be made for regularly scheduled case conferences at a time when the administrator, teachers and pupil personnel staff can attend.

IX. Evaluation

A. The proposal should incorporate some method of evaluating the effect of the Program. Examples of the approaches which might be utilized are:

Control groups In the initial screening, select twice the number to be worked with in the experimental program. Randomly, divide this number into a control group and an experimental group. Compare later for differences.

Before-and-after Ascertain certain data about the group at the start of the experiment. Re-examine the group with respect to these data periodically and at the conclusion of the experiment.

Delayed comparison Inventory certain pertinent characteristics for a group similar to the experimental group, but one to five years advanced, e.g., eighth graders, high school seniors or college freshmen. Compare similar group characteristics for the experimental group when it reaches this same level, one to five years hence.

Case studies Students are carefully studied and followed as individuals, before, during and after. Subjective and objective reports are made by staff members and others for specific pupils.

B. Data suitable for comparison in evaluating the effects of the experimental program on individual pupils or student groups might include the following:

aspirational goals (parent, pupil)
attendance
punctuality
study habits

self-image, self-concept
school behavior
teacher evaluations, ratings
school marks
standardized group test scores (achievement, interest, intelligence, reading)
individual psychological examinations
participation in extra-curricular or peer group activities
out-of-school activities (leisure, work, study)
general appearance (attire, neatness)
pupil attitudes (toward school, home, peers, community)
self-referrals for counseling
home-school relationships, communication
post-elementary or post-high school plans
reading interests, levels, habits
classroom performance
relationship of achievement and ability
school behavior.

X. Criteria for evaluating an ABLE Project

A. Significance

1. The Project outlines a well planned extra effort and/or revised approach that is designed to meet the observed educational needs of the pupils in the Project.

2. The approach planned and developed by the Project staff is capable of being transferred to other units in the school system or to other school systems, i.e., it is a "demonstration project."

3. The Project is designed primarily for pupils from culturally deprived and/or low socioeconomic backgrounds who have the potential ability to complete secondary or higher educational programs.

B. Adequacy of the Plan

1. Proposal reflects a knowledge of related research and similar programs.

2. Objectives have been clearly stated in terms of behavior changes that can be observed and measured.

3. Procedures, which facilitate the meeting of the stated objectives, should be presented in sufficient detail to make them clear and understandable.

4. Provision should be made for ongoing and final evaluations.

C. Operational Promise

1. Adequate facilities and resources are available for carrying out the district's proposal.

2. The person in charge of the Project has the necessary professional background, attitudes and competence to develop the program.

3. The Project provides for continuous development toward meeting stated objectives and for the establishment of priorities.

D. Economic Efficiency

1. Expenditures to be made will be over and above those normally incurred for the educational program of instruction, services and materials.

2. Anticipated expenditures which will be made are related to the procedures to be utilized for the Project.

3. Reasonable relationships exist between expenditures and anticipated results.

4. Funding is adequate to assure that the Project has the possibility of attaining its objectives.

GENERAL INSTRUCTIONS

State aid grants for Project ABLE programs are made on an annual basis for a single school year, but each application must show the projected plans, at least in brief, for a total period of no longer than 5 years that the local project will be in operation.

In preparing requests, the local school district should bear the following in mind:

Only one program per district will be approved.

Approval of a Project for aid in one year, or more than one year, does not guarantee the continuation of such aid in subsequent years.

Approved programs generally cannot be enlarged in subsequent years unless it is mutually agreed that such an extension is vital to the success of the demonstration. Extension to include other units or schools in subsequent years for similar demonstration, unless incorporated as part of the original approved design, generally will not be allowed. However, if it is felt that changes or modifications in the operation or design of a currently approved program are necessary to the success of the local program, these should be carefully specified and explained. Insofar as possible, the Department will honor such requests for program modification or revision, provided the original spirit or intent of the program, as outlined in the initial approved proposal, is maintained.

In most cases, the State aid grant to the local school district for continuation of its Project will approximate the grant originally received by the district in the first year. Additional expenditures necessarily incurred for program modification, revision or refinement may be requested. Such requests, however, will be approved in only a small number of cases and for those instances where such increase in program costs is adequately validated.

Should Federal funds in the form of aid or grant, in addition to local and State funds, be provided for the local program, the amount of the State grant cannot surpass that contributed by the local district as its share of the program. In short, State funds must be matched equally by local funds, not Federal funds.

The approved costs of a local program under Project ABLE are determined by the excess expenditures necessary to conduct the program, e.g., costs for instruction, services and materials needed in the areas covered by the local project. Thus, estimated excess costs for the operation of the local project must be limited to expenditures that would not be incurred in the current year if the proposed program were not undertaken.

All estimated expenses must be directly related to the Project ABLE program. In those instances when the success of the program is conditioned on the acquisition of equipment or furniture, allowances for the purchase of such items will be determined by pro-rating the cost on the basis of the reasonable life expectancy of the item in question.

All districts operating programs under Project ABLE and approved for aid, must submit reports on activities and expenditures for the school year no later than July 15. State aid payments cannot be completed until these are received. Instructions and forms relevant to the filing of these reports are included in this publication.

School districts submitting proposals will be notified of the Department's decision before June 15 of the Project year. In some cases, requests may be approved on a conditional basis.

State aid payments will be made in two installments. Approximately, 50 percent of the State's share will be paid as soon as practicable after the opening of the school year. The balance of the State's grant will be paid at the end of the school year after reports on the expenditures and on the progress of the program are received. Such reports must be filed no later than July 15.

While some school districts may find it advantageous to contract some of the research, evaluation and/or report writing to an agency, institution or consultant, the district remains responsible for submitting reports by the aforesaid deadline.

Publication of Findings

From time to time, the State Education Department may release brief descriptions of Project ABLE programs supported by State funds. However, the publication of findings is the privilege of the sponsoring school district. The Department, moreover, encourages local districts to publicize the findings of the local program. The Department expects that all publications based on State-aided Projects shall include an appropriate reference to the support given. This may be done in a footnote to the title stating that "The Project on which this report is based was supported jointly by the (name of school district) and the New York State Education Department under Article 73, Section 3602, Subdivision 15, of the State Education Law (Project ABLE)." At least twelve (12) copies of such publications shall be furnished to the Department without charge.

Preparation of an Application

The following instructions for the preparation of applications for State aid for Project ABLE programs should be carefully observed to insure adequate review by the Department.

I. Form and Content

Applications for continuation of State aid for Project ABLE programs should be typed on 8½" x 11" paper following the outline prescribed below. A complete application will include in the order given:

A. A cover page

B. The proposal

C. A budget (Estimated Excess Costs)

All pages should be numbered and securely stapled or otherwise bound together.

II. Duplicates

Three copies of an application are required. These may be prepared by any duplicating method producing legible copy. The multiple copies are needed to facilitate review by members of the Departmental and the Advisory Committees. A copy of the proposal should be retained by the local school district.

III. Filing Date

Applications are due May 1.

IV. Mailing Address

The three copies of an application should be mailed to:

Project ABLE
Division of Pupil Personnel Services
State Education Department
Albany, New York 12224

V. Sample Cover Sheet

APPLICATION TO THE COMMISSIONER OF EDUCATION
FOR STATE AID FOR A
PROGRAM SUBMITTED UNDER THE
PROVISIONS OF SECTION 3602,
SUBDIVISION 15 OF THE
STATE EDUCATION LAW
1968-69
(PROJECT ABLE)

Title of the Local Project: _____

Year of Project Operation: 1____ 2____ 3____ 4____ 5____

Legal Designation of School District:_____

Popular Name if Different:_____

Grade Level and Number of Students Included in the Project: K____

1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ 8_____

9_____ 10_____ 11_____ 12_____ Total _____

Local Coordinator of Project (Person in Charge of Project)

Name: _____

Title:_____

School Address: _____

School Telephone: _____

Approved: _____
Signature of Chief School Administrative Officer

_____ Date: _____
Title

VI. The Proposal

Begin the detailed description of the proposal on a new page. Repeat the title of the local Project at the top of the page. Include all of the following items in the proposal, identifying them by letter.

The proposals should be succint, but sufficiently detailed to give a clear picture of the work to be undertaken. The proposal should reflect cognizance of the guidelines and goals drawn up for Project ABLE. The questions posed under each section should not be responded to directly but are to be used only as guides to develop the proposal.

A. The Problem

What is the problem? What are the implications of this problem for the pupils involved? What are its implications for the district? Explain briefly how the problem will be moved toward a solution or solved by this proposal.

B. Project Objectives

What are the objectives of the proposal? Are they defined so that they can be measured or so that progress in meeting these objectives can be observed? Are the objectives as stated clearly related to the goals and guidelines of Project ABLE as outlined in this publication?

C. Project Pupils

What criteria will be used to identify the Project pupils? How will the Project pupils be identified? By whom? How many pupils will be included? What grade levels will be involved?

D. Project Activities

Outline briefly the Project activities that will be developed under Project ABLE. After each activity indicate:

1. The objective(s) to which the activity is related.

2. In what year of the Project this activity will be developed.

3. Is this a new or expanded activity of the school?

4. When reapplying, indicate those activities which are continuing.

E. Personnel

1. PROJECT STAFF

Give the name, title and brief biographical sketch of the Project coordinator. (Include only those facts which demonstrate his ability to direct the Project). Outline his specific responsibilities for Project ABLE. Indicate any other assignments besides ABLE which are the responsibility of the coordinator and give the number of periods per day devoted to these duties.

Give similar information for teachers, pupil personnel workers and others assigned specifically to the Project.

If these positions have not been filled, delineate qualifications that will be used in selecting personnel.

2. SUPPORT PERSONNEL

Indicate what administrative, instructional and pupil personnel staff will be available to work with Project pupils.

3. COMMITTEES

If an Advisory or other committee has been developed to carry out significant phases of the program, include this information and indicate function and composition of committee(s).

4. CONSULTANTS

If consultants are to be utilized, include name, title, institution or agency, address and nature of consultant role of each.

5. CASE CONFERENCES

Indicate what plans will be made for regularly scheduled case conferences. What topics will be covered? What staff members will attend regularly?

F. Parents

Explain how parental support and involvement in the program will be secured.

G. Facilities

Outline what facilities will be utilized in operation of the Project.

H. Evaluation

Show how accomplishment of program objectives will be demonstrated. Indicate data to be collected and means to be used in the collection.

I. Other Commitments

List by source and amount any funds to be received from outside agencies (governmental, private or foundation) for support of this project; this includes other special project funds of the State Education Department. List also all sources to which the district has applied or intends to make application for support of this project in the current school year, indicating the amount for which the application has been or will be submitted.

VII. Budget

Give the <u>total</u> estimated <u>excess cost</u> of the proposed program for the current school year. This figure should represent anticipated expenditures over and above normal expenditures in the areas covered by the program. <u>Present</u> district personnel may not be assigned responsibilities in the Project

for which they will be reimbursed by Project funds, unless they are replaced in their former assignment by new personnel. The budget is to be detailed in the concluding section of the application for State aid.

The attached pages show the format of the budget to be submitted as part of the application. These pages may be unstapled and reproduced. If retyped, care should be taken to begin each page with the same information shown in the attached format. Extra detail sheets may be attached when and as necessary.

Report estimated expenditures only insofar as estimated cash disbursements will be made in the following school year for the operation of the Project. Such estimates should represent anticipated expenditures over and above normal expenditures in the area covered by the program. For purposes of estimating the contribution to teachers' retirement apply 19.0936% to the salary of such personnel reported under personal services. (This includes supplemental assessment). For the district's contribution to non-certificated employees' retirement, the following rates will apply: 5% take home pay - 12.365; 8% take home pay - 14.765; non-contributory pay - 15.837. These are firm rates and will apply regardless of subsequent changes.

At the close of the Project year, a report of actual expenditures will be required before the final State aid payment is made. For purposes of making this report, districts may find it advantageous to maintain subsidiary records of the expenditures under the Project.

All districts and boards are reminded that in all fiscal phases of their Project they should follow sound business management procedures and adhere to all laws and regulations regarding the management of district funds.

See Appendix II for Sample Special Program Budget, Project ABLE.

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Pupil Personnel Services
Albany, New York 12224

SAMPLE

P R O G R E S S R E P O R T

Project ABLE

19___ - 19___

Name of School District _____

Address _____

_____

Telephone Number (include Area Code) _____

Name and Title of
Person(s) Completing Report _____

_____

_____

School year that this Project ABLE
was initiated in your District _____

Date Report Filed _____

Signature of Chief School Administrative Officer _____

Annual Progress Report

Project ABLE

Directions

To obtain comparable information from all districts participating in Project ABLE so that a representative picture of developments on a statewide basis can be provided, we ask your cooperation in reporting on all items included in this form. If you do not have the information requested on a particular item, write "not available" or "not applicable".

Please answer directly on this form. If you need more space, attach extra sheets as required.

Limit data to the current school year only.

All other relevant and supporting materials, such as newspaper articles, photographs, quantitative data, case studies and comments which you care to submit will be most welcome. These should be included in an Appendix. Also, include in the Appendix a one one-page case summary of a Project pupil for each participating school in the district, i.e., two schools in your Project means two case summaries. See Appendix for a case study outline.

I. Pupils included in Project

A. Fill in table below. If more than one school is involved, indicate project totals here and list details for specific schools on an additional sheet and attach at end of report.

Grade	Number of Pupils		
	Boys	Girls	Total
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

B. Summarize the social, economic and ethnic or racial characteristics of the pupils in the Project.

C. Indicate the criteria used in selecting students for the Project.

D. What changes in selection for the placement within the program seem to be advisable?

II. Project Activities for Pupils

A. Indicate by a check mark in the proper column which of the following activities for pupils have been used in Project ABLE.

	*	Routinely	As needed	Never
Clubs and other extra-curricular activities				
Field trips				
Group counseling for all pupils				
Group remedial instruction in reading				
Individual counseling for all pupils				
Individual remedial instruction in reading				
Small group instruction				
Other (explain)				

B. Place an asterisk after those activities which have been introduced this year for the first time.

C. If individual counseling has been provided for all pupils, indicate major topics discussed.

D. If group counseling has been provided for all pupils, indicate major topics discussed.

E. If group remedial reading instruction has been provided, explain selection of students.

F. If individual reading instruction has been provided, explain selection of students.

G. If clubs and extra-curricular activities have been provided, explain briefly giving pertinent data.

H. List field trips provided for Project pupils:

Where	Number of children

I. Explain how field trips were related to objectives of the program.

J. Indicate by check mark in the proper space which of the following were used in your ABLE program.

	*	Routinely	As needed	Never
Aides				
Educational T.V.				
Filmstrips				
Phono-visual material				
Speakers				
Talking typewriters				
Tape recorders				
Teaching machines				
Team teaching				
Tutors				
Other				
Other				

K. Indicate by an asterisk which of the above have been used this year for the first time.

L. Indicate services which were provided by the pupil personnel staff for Project ABLE pupils.

Attendance Teacher

Counselor

School Nurse Teacher

School Psychologist

School Social Worker

_____

Other, specify

M. What materials have been found to be most effective in accomplishing stated objectives? Explain.

N. What activities or services for pupils do you feel have been most successful? Explain.

O. What activities or services for pupils do you feel have been least successful? Explain.

III. Project Activities for Parents

A. Indicate by a check mark in the proper column which of the following activities for parents of pupils in Project ABLE have been developed.

	*	Routinely	As needed	Never
Group meetings				
Newsletters				
School conferences				
Visits to home				

Other, specify

B. Indicate by asterisk those activities which were used this year for the first time.

C. Which activities for parents do you feel have been most successful? Explain.

D. Which activities for parents do you feel have been least successful? Explain.

IV. Project Activities for Staff Members

A. How many inservice sessions were held for the Project ABLE staff? _____
for the school faculty? _____

B. List topics of discussion of inservice sessions for Project ABLE staff.

C. List topics of discussion of inservice sessions for school staff.

D. Indicate changes that have been made in curriculum offerings for Project pupils. (Attach copies of new or revised curricula.)

E. Explain changes that have been made in instructional methods for Project pupils.

F. List administrative changes that were made, e.g., length of periods, length of school day or year, class size.

G. Case conferences were held: _____Routinely _____As needed

_____Never.

H. Case conferences were scheduled: _____during school hours

_____after school hours _____other.

I. Case conferences were usually attended by:

	Routinely	As needed	Never
Principal			
Teacher(s)			
Parent			
Counselor			
Social worker			
School nurse teacher			
Attendance teacher			
School Psychologist			
Other			

J. Which activities for staff members have been most successful in helping to accomplish Project objectives? Explain.

K. Which activities for staff members have not seemed to contribute significantly to Project objectives? Explain.

V. Project activities and the Community

A. What services were provided for Project ABLE students by community or area agencies?

Name of Agency	Service Provided

B. How is the community oriented to Project ABLE and kept aware of its progress?

VI. Project Personnel

A. Indicate the number of personnel specifically assigned to Project ABLE under each of the following categories.

		Full Time	Part Time
Administrators:	Curriculum Coordinator		
	Elementary Supervisor		
	Principal		
	Project Coordinator		
	Research Director		
	Other, specify		
	Other, specify		

		Part Time	Part Time
Instructional Staff:	Classroom Teacher		
	Helping Teacher		
	Language-Speech Consultant		
	Librarian		
	Reading Teacher		
	Other, specify		
	Other, specify		
Pupil Personnel Staff:	Attendance Teacher		
	Counselor		
	School Psychologist		
	School Nurse-Teacher		
	School Social Worker		
	Other, specify		
	Other, specify		
Other:	Aides		
	Clerical Staff		
	Tutors		

VII. Outcomes

A. Explain evaluation methods used to measure the effect of Project ABLE.

B. Which Project objectives were most easily attained? Explain.

C. Which Project objectives were most difficult to attain? Explain.

D. Summarize results and give data used in appraising changes in: attendance, punctuality, study habits, school behavior and general appearance.

E. Summarize results and give data used in appraising changes in self-image, attitude toward school, attitude toward peers, attitude toward parents.

F. Summarize results and give data used in appraising changes in school grades, standardized test scores, relationship of achievement to ability.

G. Summarize results and give data used in appraising changes in participation in extra-curricular activities, reading interests and habits, teacher's evaluations, classroom performance.

H. Summarize results and give data used in appraising changes in self-referrals for counseling, post-elementary or post-secondary plans.

I. Summarize results and give data used in appraising changes in home-school relationships.

J. What changes, if any, have taken place in other schools in your district as a result of Project ABLE?

K. What districts, if any, have been in touch with Project ABLE staff for the purpose of demonstration, observation or exchange of information?

L. In what way, if any, did actual outcomes differ from anticipated outcomes?

VIII. Expenditures

A. Total amount of funds spent for the Project_____

B. Total amount of funds requested for State reimbursement _____

C. Total amount of local funds spent for Project _____

D. Average cost per pupil for Project (Divide VIII C by number of pupils in demonstration group(s)_____

Appendix I

Case Summary - Project ABLE

Name of Student _____ Age _____ Grade _____
first name only

I. Physical Characteristics and Health

Summarize the student's physical characteristics, state of health and general appearance.

II. Family Background Data

Summarize information relating to the student's family background. With whom does the student live? How many children are there in the home? What is the quality of the intra-family relationships? Include other data felt to be pertinent.

III. School Adjustment and Achievement

What was the student's general history of adjustment to school before entering the special program? Include grades and/or standardized testing data as applicable. Summarize relevant data.

What prompted the inclusion of the student in the school Project?

IV. Results of Program Activities

What changes, if any, were observed in the student during the Project year? What was the reaction of the student to the Project activities? How was the student's general adjustment to school and home affected?

V. Follow-Up (Approximately one year later)

What has happened to the student during the year following his participation in the Project? Has his adjustment and/or achievement changed in any way? What is your opinion of the possible effects of program participation now that you are observing the student approximately one year later?

Appendix II

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF EDUCATIONAL FINANCE
ALBANY, NEW YORK 12224

SA-153
(3/68)

SPECIAL PROGRAM BUDGET
PROJECT ABLE
19__-__ School Year

Name of District_____ No._____Town_____

Supervisory District No._____ County of _____

BUDGET SUMMARY
TOTAL ESTIMATED EXPENDITURES

	Budget Item	Program
100	Personal services	$_____
200	Equipment	_____
300	Supplies and materials	_____
400	Other expenses	_____
500	Services from other districts	_____
501	Tuition: K-6	_____
502	Tuition: 7-12	_____
525	Co-op. Board: Service	_____
505	Vocational Board	_____
550	Services from municipalities	_____
611	Teachers Retirement	_____
613	City or State Employees Retirement	_____
615	Social Security	_____
616	Health Insurance	_____
	Total	$_____
	Estimated ABLE Aid (50%)	$_____

REVENUE SUMMARY
TOTAL ESTIMATED REVENUES
FOR THIS PROGRAM

REVENUES: List below all of the anticipated revenues from whatever source expected to be received and used for this program. Identify by source and Title or other appropriate designation.

Federal specify	_____
Other State, specify	_____
Non-Public (gifts, grants, donations, etc.)specify	_____
Local	_____

PROJECT ABLE

DETAIL OF ESTIMATED EXPENDITURES

100 Personal Services: List professional and clerical personnel added to the staff for the project by title of duty connected with the project showing total annual salary paid, percent of time or hours devoted to the project and salary expense related to the project.

Title	Annual Salary	% of time	Salary Paid by Project
			$_____
			_____
			_____
			_____
			_____
			_____
		Subtotal	_____
611 Teachers Retirement			_____
613 Employees Retirement			_____
615 Social Security			_____
616 Health Insurance			_____
			_____
		Total $	

200 EQUIPMENT: Itemize by object and report estimated expenses.

Object	Expense
	$_____
	_____
	_____
	_____
	_____
	_____
	_____
Total $	

300 SUPPLIES AND MATERIALS: Itemize by object shown and report estimated expenses.

Object	Expense
School and professional library books	$
Books: K-6 only	
Tests, scales, interest blanks	
Instructional material	
Reproduction material	
Clerical supplies	
Supplies and materials	
Total	$

400 OTHER EXPENSES: Itemize by object shown and report estimated expenses.

Object	Expense
Research, consultative and evaluation services	$
Inservice training	
Tuition for professional personnel courses	
Workshop costs	
Daily or regularly scheduled travel of personnel	
Special travel of personnel*	
Special travel of students	
Other expenses	
Total	$

*Attach detailed breakdown of this item when and as necessary.